



CHARTER SCHOOL ACCOUNTABILITY PROGRAM REVIEW

for State Board-Sponsored Charter Schools

Summer 2007



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FOREWORD

As the necessity for public school accountability increases, the Charter School Section of the Utah State Office of Education has been asked to monitor compliance by charter schools with contractual agreements, assurances, and unique charter goals, as agreed upon with each charter's authorizer. The purpose of this document is to provide detailed information on the accountability system, as well as a performance framework. The desired outcome of this handbook is to provide the charter schools, authorizers, the Utah State Charter School Board, and the Charter School Section with a measurement of the school's effectiveness, thereby granting all parties the opportunity to provide structure and support to help each charter school meet its goals, reach its potential, and ultimately transform students' lives.

ACKNOWLEDGMENTS

In developing this handbook, the Charter School Section referred to documents created by the Indiana Mayor's Office, Boston Public Schools, Chicago's Charter School Office, the Colorado League of Charter Schools, the Charter Schools Institute of the State University of New York, the District of Columbia Public Charter School Board, the Massachusetts Department of Education, and the Ball State University Office of Charter Schools.

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Charter School Accountability Handbook

Utah State Office of Education, Charter School Section

I. PURPOSE

The Charter School Section at the Utah State Office of Education (USOE) has been charged with the task of developing a system for monitoring the accountability of the schools authorized by the State Charter School Board (SCSB) and State Board of Education (SBE) in accordance with Utah Administrative Rule R277-481. This accountability system builds on the assurances and contractual obligations described in Utah and federal charter school law and rule.

This accountability system is designed to provide practical benefits to charter schools, families, and the public. To achieve this goal, the system for charter schools is designed to support the following basic principles:

- *Self-governance*—Enabling schools to implement their own unique approaches to quality public education
- *Value*—Providing schools with tools and information that help them improve performance
- *Transparency*—Providing maximum information to schools and the public about school performance and the accountability process
- *Responsibility*—Ensuring that the SCSB has sufficient information to carry out its responsibilities for overseeing charter schools that are of the highest quality and accessible to all

This handbook provides detailed information on the accountability system, including the performance framework. In addition to common indicators for all charter schools, the performance framework also measures progress toward educational and organizational goals unique to each school. The SCSB expects charter school accountability to be based not just on measures established by the authorizer, but also on unique goals developed by each school that are tied to its mission. These unique goals will help to define and gauge fulfillment of each charter school's mission to parents, students, teachers, the SCSB, and the general public. These goals and their accompanying measures will distinguish each charter school and help to determine its effectiveness.

II. THE PERFORMANCE FRAMEWORK

At the center of Utah's charter school accountability system is a performance framework. Under this performance framework, a school's success will be measured by its performance relative to four questions:

Guiding Questions

- Is the school providing the appropriate conditions for success?
- Is the organization effective and well-run?
- Is the school meeting its operation and access obligations?
- Is the educational program a success?

While all four areas are important, the first three will form the basis of the accountability report. The fourth question will serve to provide a picture of the school for parents and the public, give valuable feedback to the school about how it is working, and provide the SCSB with important feedback about any limitations at the schools that must be addressed.

When measuring a school's performance, the Charter School Section will examine several sub-questions in relation to each of the four core questions:

1. Is the school providing the appropriate conditions for success?

- 1.a. Are the pedagogical processes consistent with the school's mission?
- 1.b. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?
- 1.c. Does the school effectively use learning standards and assessments to inform and improve instruction?
- 1.d. Has the school developed adequate human resource systems, and is the staff licensed appropriately?
- 1.e. Is the school's mission clearly understood by all stakeholders?
- 1.f. Is the school climate conducive to student and staff success?
- 1.g. Is ongoing communication with students and parents clear and helpful?

2. Is the organization effective and well-run?

- 2.a. Is the school in sound fiscal health?
- 2.b. Is the school's governing board active and competent in its oversight?
- 2.c. Is the school administration strong in its academic and organizational leadership?

3. Is the school meeting its operation and access obligations?

- 3.a. Is the school's physical plant safe and conducive to learning?
- 3.b. Has the school established and implemented a fair and appropriate pupil enrollment process?

4. Is the educational program a success?

- 4.a. Is the school making adequate yearly progress (AYP), as measured by the U-PASS School Performance Report?
- 4.b. Are students making substantial and adequate gains over time?

4.c. Is the school meeting its school-specific educational goals?

Under the performance framework, a school's success will be measured by its performance relative to common indicators of performance established by the SCSB and school-specific indicators developed by each school that reflect its mission and unique goals, consistent with its charter.

Common Indicators of Performance

Though each charter school will develop some individual indicators of performance, all schools' success will also be measured by a set of common indicators. These common indicators, many of them required by Utah Administrative Rule, will ensure that the public and the SCSB have some consistent information about all schools chartered by the SBE (see Appendix 1 for common indicators, standards of performance, and sources of data for measurement).

Each school in the State of Utah must conduct standardized tests for students annually. To meet state requirements, schools are required to administer the Iowa Test of Basic Skills (ITBS), Utah Basic Skills Competency Test (UBSCT), and Direct Writing Assessment (DWA) to specified grade levels; the Core CRTs every spring to students in grades 3-11; and Utah's Alternate Assessment (UAA) and the Utah Academic Language Proficiency Assessment (UALPA) as appropriate. This consistent year-to-year testing will allow the SCSB to assess the degree to which the school contributes to the learning of its students.

School-Specific Indicators of Performance

Since each charter school is unique, it has school-specific goals in its charter document that are not reflected in the common indicators. The performance framework provided above recognizes this fact by including indicator 4.c. as a placeholder for school-specific indicators. Each school will submit for review and approval a set of such indicators to the Charter School Section over the course of the first year of operation (refer to Appendix II for templates and Section IV for the process of developing the school-specific indicators).

III. DEVELOPING YOUR ACCOUNTABILITY PLAN AND COLLECTING DATA

The accountability plan is meant to be a dynamic tool that outlines the ongoing development of the school. This plan will be used to guide site visits in accordance with Utah Administrative Rule R277-481. Schools should not view the accountability plan as just another document to be completed, filed, and never used, but rather as an opportunity to build a useful tool.

It will possibly take schools longer than the first year of operation to develop a final accountability plan that includes both the common and school-specific indicators of performance and valid, reliable methods of assessing progress toward those goals (as described in Section IV of this handbook). However, there are many pieces of the accountability plan that schools must put in place as early as the summer before their first year of operation, as shown by the timeline on page 8.

Collecting Baseline Data

It is vital that schools gather baseline data in the fall of the first year of operation on all school-specific indicators that they have already identified and on common indicators as necessary. Refer to the timeline on page 8 for additional information on collecting baseline data for common indicators of performance. The SCSB expects schools to collect baseline data on common and school-specific indicators as early as possible upon first opening, and to work on refining school-specific goals and measures throughout their first year of operation. It may not be feasible in all instances for schools to have baseline data immediately after opening. Therefore, the school's accountability plan should specify when baseline data will be collected.

For many indicators, schools will be able to gather baseline data early in their first year. For example, if one school goal is to have 75 percent of parents volunteering 20 hours or more per year at school, the school can begin tracking that information immediately.

Timeline for Developing the Accountability Plan

By early fall of their second year of operation, schools will be expected to submit draft goals and measures to the Charter School Section for incorporation in their accountability plans, including performance targets for the third, fourth, and fifth years of operation.

On the following page is a timeline outlining major accountability planning activities over the first two years of charter school operation. The SCSB will set and notify schools of specific deadlines each year.

Accountability Planning and Data Collection Timeline (Years 1 and 2)

YEAR 1	
Gather Baseline Data	
Summer (Pre-Opening)	Schools clarify the process by which they will gather baseline data on all performance indicators (including those school-specific indicators that are known) and submit this plan to the Charter School Section.
Fall	<p>Schools gather baseline data on each indicator, if possible. At a minimum, baseline data should be collected for student-level identifiers for tracking student performance. This identifier should be the Statewide Student Identifier (SSID) assigned to each student as required by Utah Administrative Rule R277-419(6). Demographic information should be attached to the SSID so that student data can be disaggregated at a minimum by:</p> <ul style="list-style-type: none"> o Economically disadvantaged students. o Students with disabilities. o Students with limited English proficiency. o Major racial and ethnic groups. o Gender.
Winter	Schools gather baseline data on each indicator, if possible. At a minimum, baseline data should be collected for Utah Core CRT standardized testing (i.e., required annual spring testing for value-added analysis). Schools submit baseline data to the Charter School Section.
Ongoing	<p>Throughout the first year of operation, each school works with the Charter School Section to:</p> <ul style="list-style-type: none"> • Refine any school-specific indicators of success included in its charter application, developing clear goals and measures for each. • Identify and develop additional school-specific goals and measures of success.
Summer (by June 30)	Schools submit data showing progress to date on all performance indicators in their accountability plans at that time.
YEAR 2	
Submit and Finalize School-Specific Goals and Measures	
Early Fall	<p>Schools gather baseline data for any new school-specific goals for which they lack baseline data.</p> <p>Schools submit draft school-specific goals and measures to the Charter School Section for review, including performance targets for their third, fourth, and fifth years.</p>
Late Fall	The Charter School Section provides each school with feedback on its proposed goals and measures. (A school may need to submit more than one draft before its goals, measures, and performance targets are finalized for incorporation in its accountability plan.)
Winter	<p>Schools submit final school-specific goals and measures, incorporating feedback from the Charter School Section.</p> <p>The SCSB finalizes each school's accountability plan (including both common and school-specific indicators), and it becomes an addendum to the school's charter.</p>
Summer (by June 30)	Schools submit data showing progress to date on all performance indicators.

IV. DEVELOPING SCHOOL-SPECIFIC INDICATORS OF PERFORMANCE

Ultimately, each charter school's accountability plan will include both the common indicators of performance by which all schools chartered by the SBE will be evaluated, and the unique indicators of performance developed by each school to demonstrate fulfillment of its mission more fully. This section provides guidance for charter schools in creating school-specific indicators of performance.

Format for Developing and Submitting School-Specific Performance Indicators

The Charter School Section has created a template that schools should use to submit their school-specific indicators of performance. The template is also designed to be a useful tool to help schools develop these indicators. Appendix 2 contains a summary sheet for recording all school-specific goals and assessments, instructions for completing the template for each goal, a copy of the template itself, and an example of a completed template for a single performance indicator. The template contains, but is not limited to, the following elements:

1. Mission Statement

A school's mission statement should serve as the compass for the school. It should be a brief, jargon-free statement of the school's purpose and broad aims. This statement should be measurable, memorable, and meaningful.

2. Goals

To set performance goals, it is helpful to engage in backward mapping – asking what your school would like to have achieved several years hence. The school should then translate these broad hopes into specific goals under the following category of the performance framework: Educational Success (4.c.).

In general, a school may propose any set of indicators that it believes reflects its unique mission.

For each goal, schools will develop specific indicators, assessment tools, baseline data, targets for performance, and strategies for attaining them. Schools should use the templates in Appendix 2 for submitting proposed goals and related information to the Charter School Section in electronic format. Additional guidance for developing goals and school-specific indicators is provided below. For those schools which have previously submitted their performance goals in other state-required reports, the Charter School Section will obtain a copy of the goals and complete the template for the school. The school, however, will have the opportunity to revise the goals prior to final inclusion in the accountability agreement.

Developing Sound Performance Goals and Measures¹

The Utah charter application asked each charter school applicant, during the application process, to define effectiveness goals for its proposed school. This important exercise helps organizers begin to reflect on how they will measure success. However, to be meaningful and realistic, each school must reexamine and refine its goals and measures after enrolling students and gathering baseline achievement data early in its first year of operation. In addition to educational goals, the Charter School Section expects each school to develop a few organizational and management goals reflective of its mission.

This section of the Charter School Accountability Handbook is designed to offer focused guidance in developing sound goals and measures for inclusion in each school's accountability plan. These goals and measures should be carefully selected to be useful to the charter school, the SCSB, and other stakeholders in the school's success.

The performance framework for the accountability system requires each school to develop school-specific goals and measures for addressing aspects of student learning that demonstrate the school's mission.

While it is important that charter schools have enough goals to measure progress relating to their mission, too many goals can become difficult to manage and measure. In addition, not all goals that your school may develop for internal guidance and strategic planning are necessary for external accountability purposes. Therefore, the Charter School Section recommends developing no more than four to five unique educational goals. A smaller number of goals would also be acceptable. Each school, however, should use its own discretion to determine a suitable number of goals based on its individual situation.

Note: The following guidance focuses particularly on developing strong educational goals and measures for your accountability plan. This task demands particular attention because educational performance indicators are often more challenging to state in objective, externally meaningful terms than are measures that focus on organizational and management performance. However, the principles for developing both educational and organizational goals and measures are very similar. Thus, to the extent possible, you should follow the guidance in these pages for developing your organizational and management goals and measures as well.

¹ Many of the concepts, definitions, and principles in these pages are adapted from the following sources: "Measuring Up: How Chicago's Charter Schools Make Their Missions Count," by Margaret Lin (*Leadership for Quality Education*, 2000); *Guidelines for Writing Charter School Accountability Plans, 2001-2002* (Charter Schools Institute, State University of New York), http://www.newyorkcharters.org/charterny/act_guide.html; and "Some Expectations Regarding the Contents of Charter School Accountability Plans" (District of Columbia Public Charter School Board).

Goals should be SMART:

- **Specific**. A well-defined goal must be specific, clearly and concisely stated, and easily understood. Educational goals should be tied to learning standards that specify what students should know and be able to do for each subject or content area, and for each grade, age, or other grouping level. Equally important, educational goals should be developed with solid knowledge of students' baseline achievement levels.
- **Measurable**. A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.
- **Ambitious and Attainable**. A goal should be challenging, yet attainable and realistic. Educational goals should be based on a well-informed assessment of your school's capacities and your students' baseline achievement levels.
- **Reflective**. A goal should be a natural outgrowth of your school mission, reflecting the school's values and aspirations.
- **Time-Specific**. A well-conceived goal should specify a time frame or target date for achievement. The Charter School Section expects its charter schools to specify long-term performance targets for each school's third, fourth, and fifth years of operation.

Definitions of Key Terms in Goal-Setting

Goal: A clear, measurable statement of what the school will accomplish with its students after a certain length of time attending the school.

Standard: A clear, measurable statement of what students will be expected to know (*content* standard) or be able to do (*performance* or *skill* standard) at a given point in their development, usually each year, allowing monitoring of progress toward an ultimate goal. Standards are usually defined grade by grade and subject by subject, and are more specific than, but still supportive of, overarching school goals.

Benchmark: A clear, measurable statement of what the school will accomplish with its students at a given point in the school's development, usually each year or at more frequent intervals. Allows monitoring of progress toward an ultimate goal.

Assessment: A method, tool, or system to evaluate and demonstrate student progress toward, or mastery of, a particular learning standard or goal (e.g., standardized test, portfolio-judging system, etc.).

Measure: An application of an assessment that defines progress toward or attainment of a goal and indicates the level of performance that will constitute success. For example: "Students at the Successful Neighborhood Charter School will improve their performance on the reading portion of the end-of-level Core CRTs by at least three percent per year, on average."

Assessments and measures should be *valid and reliable*, and demonstrate *scoring consistency*:

- **Valid:** Assesses the skill or knowledge it is intended to assess.
- **Reliable:** Provides consistent results when taken repeatedly by the student at a given point in his/her development, as well as by other students at the same point in development.

- **Scoring Consistency/Interrater Reliability:** Produces consistent scores, ratings, results, or responses when a particular assessment tool, scoring guide, or rubric is used by different evaluators to assess the same performance or work sample.

Essential Principles for Developing Sound Educational Goals and Measures

- Your mandate as a charter school is not only to teach well, but also to demonstrate in ways that are clear and understandable to a variety of external audiences that you are doing so. Thus, you must measure and report educational progress precisely and extensively.
- Distinguish between goals and measures. Goals are the starting point, but require valid, reliable ways to measure and demonstrate that you have achieved them.
- Make sure that your goals are clear, specific, and measurable. They should be challenging, yet achievable.
- Your measures for attainment of those goals should describe how you will assess progress, and how much progress will constitute success.
- Educational goals must be connected to a well-defined set of learning standards for both content and performance. Such standards should exist for every subject or content area and each grade, age, or other grouping level in the school. Focus on outcomes and evidence of learning, not inputs. For example, participation rates or the number of hours spent on an activity are inputs, not sufficient measures of success (outputs).
- In developing goals for your accountability plan, focus on what's most important. No more than eight to ten clear, well-chosen, and carefully measured educational goals should allow you to tell a convincing story of your progress and achievements.
- The measures you develop to assess achievement of each goal, if not based on standardized assessments, should be demonstrably valid and reliable.

A Note on Defining Standards: Milestones on the Path to Broader School Goals

Educational goals must be tied to clear content and performance standards specifying what you expect your students to know and be able to do in order to graduate or be promoted to the next level. These standards form the foundation of your school's education program. As such, selecting and developing grade-by-grade, subject-by-subject standards is an essential component of accountability planning that goes hand-in-hand with broader goal-setting and answers the following question: Do our standards embody the expectations necessary to achieve our mission and reach our goals?

Of course, most of your school standards will be Utah Core Curriculum standards. However, many schools have important aims beyond the state requirements, and developing these supplemental standards is a challenging task. This usually consists of several steps, including:

1. Articulating desired characteristics of "educated" students—setting your school's overarching goals.
2. Breaking these general qualities and goals down into more concrete graduation or exit standards.

3. Benchmarking these exit standards down into specific and measurable grade- or age-level content and performance standards.

Practical Steps for Developing Sound Educational Goals and Measures

- Define a set of goals that describe what success will look like at your school. These goals should be carefully selected to reflect your mission.
- Outline your goals in precise, declarative sentences. For example: “All students at the Successful Neighborhood Charter School will be proficient readers and writers of Spanish within four years of enrolling.”
- Identify at least one measure to assess and demonstrate progress toward each goal. These measures must indicate both the level of performance you will expect your school or students to achieve, and how much progress will indicate success. For example, it is not sufficient to say you’ll administer a certain type of assessment; you must explain how you expect your students to perform on it to demonstrate progress and success.
- You may develop different types of measures to assess absolute achievement or student growth or gains.
- For every goal, choose means of assessment that make non-attainment of the goal as objectively apparent as success. The assessment(s) should tell you immediately whether you have achieved a particular goal or not. For example, if one of your goals is to develop your students into skilled readers, it would not be objective to rely on a survey of parents’ opinions of their children’s reading skills to show that your students did indeed become skilled readers. You would need to select some type of externally credible assessment to measure and demonstrate students’ reading proficiency.
- Make sure that your measures of student learning are based on knowledge of your students’ baseline achievement levels; otherwise, they will not be meaningful or realistic.
- Set long-term goals, as well as intermediate benchmarks to assess progress. Administer assessments corresponding to this timeline to provide longitudinal data.
- To have time to counter learning deficits that students may have upon entering your school, you may consider setting certain goals for students who have been enrolled in your school for a certain period of time, such as, “Students who have been in the school for at least two years will...”
- For every measure you develop, ask yourself, “Will this measure be readily understandable and credible to someone who doesn’t spend a day or a week in our school getting to know us?” For measures not based on standardized tests, establishing external credibility typically requires demonstrating validity and reliability.
- Understand what data you will need to gather to support each measure. Remember, if you have no data, you have no case proving your school’s achievements. Likewise, if you have insufficient data, you have an insufficient case.

Defining Goals: Sample Guiding Questions

Ask the following critical questions when defining your school's goals:

1. How will we know whether our school is succeeding or not?
2. What will be important characteristics of "educated" students at our school?
3. What will students learn, know, understand, and be able to do after a certain period of time, before promotion to the next grade level, or before graduation from our school?
4. What should our graduates permanently possess as a result of their time in our school?

Selecting Assessments: Sample Guiding Questions

Ask the following critical questions when selecting or developing assessments:

1. How will we ensure and demonstrate that we meet or exceed the expectations? How will we measure and report whether our students are reaching each learning standard?
2. What are all the characteristics of a student performance or sample of work that meet a particular standard? Exceed the standard? Approach the standard? Do not meet the standard?
3. Does this assessment enable all students to demonstrate their knowledge, skills, and understandings relevant to the given standard?
4. Is the assessment valid – does it measure the skills or knowledge we intend it to measure?
5. Is the assessment reliable – does it provide consistent results when taken repeatedly by the same student at a given point in his/her development? Does it provide consistent results when taken by other students at the same point in development?
6. Is there a clearly written scoring tool or rubric that is consistent with the purpose of the assessment?
7. Do our assessment tools, scoring guides, or rubrics pass the test of scoring consistency and accuracy? That is, do different assessors or evaluators use them in the same way, resulting in consistent responses when scoring the same student performance or work sample?
8. Are our assessment tools or scoring guides user-friendly? Are the instructions and procedural explanations for teachers or other assessors clear?
9. Is the assessment feasible to administer?

There is no single best way to measure achievement of a particular goal. As charter schools, you are free to choose measures that you prefer, provided that they are also meaningful and persuasive to external audiences.

Double-Checking the Quality and Integrity of Learning Measures: Sample Guiding Questions

Ask the following critical questions when selecting or developing assessments:

1. Are our assessments aligned with our standards and curriculum?
2. Are the standards and curriculum aligned?
3. Are the knowledge and skills we test important to teach and test?
4. Does our school adequately teach the knowledge and skills being tested?
5. Do our assessments accurately measure attainment of the standards?
6. Do our standards and assessments show both breadth and depth?
7. Do our standards and assessments demand that students demonstrate more than simple recall?
8. Do our standards and assessments represent a worthwhile educational experience?
9. Are our standards and assessments free of gender, cultural, and other biases?

The following example shows how three different measures might be applied to a single learning goal. Note that each measure describes how progress will be assessed and how much progress will constitute success. The third measure allows the school to assess skills beyond those measured on standardized tests, and would thus require some demonstration of validity and reliability or be used in addition to externally validated assessments.²

Example: Multiple Measures Applied to a Single Goal

Goal: “All students at the Successful Neighborhood Charter School will become proficient readers of English within two years of enrolling at our school.”

Possible Measures:

- “Students at the Successful Neighborhood Charter School will improve their performance on the reading portion of the Core CRTs by at least 5 percent per year, on average.” (Measuring growth)
- “Students at the Successful Neighborhood Charter School will perform at a level higher than their peers in the Successful School District on the English and Language Arts portion of Core CRTs in all grades, as demonstrated by a greater percentage of students passing and by a higher overall average student score.” (Assessing comparative performance)
- “All students at the Successful Neighborhood Charter School will read aloud and discuss an essay of literary significance before a panel of teachers and outside experts at the end of their 8th- and 10th-grade years, achieving a ‘Proficient’ or higher rating from the panel for each of the following skills: elocution, comprehension, and analysis.” (Performance-based assessment)

“From Qualitative to Quantitative”: A Framework for Creating Unique Learning Measures³

Below is a six-step framework for designing valid, reliable measures of learning in areas not typically assessed by standardized tests. Schools may use this framework to create their own externally credible measures in similarly difficult-to-measure areas.

² Adapted from *Guidelines for Writing Charter School Accountability Plans, 2001-2002* (Charter Schools Institute, State University of New York), p. 4, http://www.newyorkcharters.org/charterny/act_guide.html.

³ From *Measuring Up: How Chicago’s Charter Schools Make Their Missions Count*, by Margaret Lin (Leadership for Quality Education, 2000), pp. 32-33.

Six-Step Framework for Creating Unique Learning Measures

1. Define Clear Standards

Define: What are our ultimate goals for our students and graduates? What do we expect them to know and be able to do before promotion to the next grade level or graduation?

Recommendation: Have the standards externally reviewed by experts and community members (e.g., standards and subject-area experts, curriculum specialists, university professors, other educators, school district administrators, school governing board members, parents).

2. Design Assessments Aligned With Those Standards

Define: How can students demonstrate they have reached our standards?

3. Develop Scoring Tools or Rubrics

- a. For every assessment designed to measure attainment of a particular standard, first define: What are the essential features of a student performance or sample of work that meets the standard? That exceeds the standard? That does not meet the standard? That approaches the standard?
- b. Create a scoring tool or guide that rates student performance or work by applying these criteria.
- c. Assign performance levels to express students' overall attainment or non-attainment of the standard (for example: Exceeds standard; Meets standard; Approaching standard; Does not meet standard).
- d. Train teachers and other assessors to use the scoring guides or rubrics consistently.

4. Test the Reliability of Assessments

Pilot assessments and scoring tools repeatedly to ensure scoring consistency and accuracy across different evaluators and assessment occasions. Use exemplars – samples of student work that should be scored at varying levels – to help achieve consistent interpretation and usage of scoring guides.

5. Translate Student Scores into Aggregate Measures

After ensuring the validity and reliability of an assessment, translate student scores on the assessment into aggregate measures: What percent of all students met, exceeded, approached, or did not meet the standard?

6. Communicate Results

Communicate student progress toward the standards by reporting individual and aggregate growth, using students' beginning or baseline performance as the point of comparison. Communicate school results through multiple avenues, such as community meetings and annual or more frequent reports for parents, the public, and the media.

Developing Organizational and Management Performance Goals and Measures

In addition to goals and measures for student learning, your accountability plan will require a few goals and measures pertaining to Organizational and Management Performance. Many of the general principles and steps outlined above are useful to follow in developing these indicators, though the guiding question for this task is:

In addition to educational measures, what evidence will show that your school is an effective, well-run institution?

This will be your opportunity to demonstrate success in areas of organizational and operational performance including, but not limited to:

- Financial management and performance.
- Strength and stability of leadership, governance, and personnel.
- Facilities and other operational management.
- Staffing and professional development.
- Parent and community involvement.
- Parent and student satisfaction.

For most schools, developing three to four school-specific goals for organizational performance should be sufficient. Keep in mind that organizational and operational performance is already extensively addressed by the common indicators of the performance framework. The Charter School Section recommends that schools first review the types of organizational performance addressed by the common indicators, and then develop unique organizational goals only for matters not already addressed that are important for your school.

V. THE ACCOUNTABILITY TIMELINE

The Charter School Section will conduct oversight of the charter to corroborate information submitted by the school, as well as to gain an understanding of the school's operations and performance. The data obtained through these processes will inform the SCSB's ultimate decision about whether to maintain or revoke a charter.

A basic timeline for accountability plan development, implementation, and oversight follows, showing general timeframes to help schools in planning. The Charter School Section will notify schools of specific dates and deadlines each year.

The timeline below does not include reporting requirements or the USOE Charter School Section's ongoing monitoring of schools' finances and governance. It focuses instead on indicator development, assessments, and performance monitoring. In addition, this timeline assumes that school performance is sufficiently high to avoid "corrective action" under federal law, state law, or Utah Administrative Rule. Schools with more significant performance or compliance concerns may face additional monitoring, oversight requirements, or charter revocation.

Timeline for Accountability Plan Development, Implementation and Oversight

YEAR 1	
Summer (Pre-Opening)	<p>School finalizes initial common and school-specific performance indicators and assessments and makes plans for baseline data gathering.</p> <p>A representative from the USOE Charter School Section visits each school to ensure the school is ready for operation.</p>
Fall	<p>School collects baseline data on all initial performance indicators.</p> <p>External team visits school to assess implementation of basic systems and processes, and provides feedback to school in accordance with R277-481.</p>
Winter	School submits baseline data on all initial performance indicators to the USOE Charter School Section.
Spring	<p>School continues gathering data on all initial performance indicators.</p> <p>School surveys administration, staff, students, and parents at school.</p>
Summer (by June 30)	School submits data reporting annual progress on all initial performance indicators to the USOE Charter School Section.
YEAR 2	
Ongoing	<p>School continues gathering data on all performance indicators.</p> <p>External team may visit school to monitor performance and provide feedback.</p>
Fall	<p>School submits draft school-specific indicators.</p> <p>USOE Charter School Section provides feedback on indicators.</p>
Winter	USOE Charter School Section and schools finalize school-specific indicators.
Spring	School surveys administration, staff, students, and parents at school.
Summer (by June 30)	School submits data reporting annual progress on all performance indicators to the USOE Charter School Section.

YEAR 3	
Ongoing	School continues gathering data on all performance indicators. External team may visit school to monitor performance and provide feedback.
Spring	School conducts self-evaluation of performance. School surveys administration, staff, students, and parents at school.
Summer (by June 30)	School submits data reporting annual progress on all performance indicators to the Charter School Section.
YEAR 4	
Ongoing	School continues gathering data on all performance indicators.
Fall or Spring	External team visits school to corroborate third-year self-evaluation and provide additional information and detailed report to USOE Charter School Section. USOE Charter School Section provides feedback to school on issues that may affect the status of the school's charter. School surveys administration, staff, students, and parents at school.
Summer (by June 30) (to be scheduled)	School submits data reporting annual progress on all performance indicators to the USOE Charter School Section. School leadership meets with USOE Charter School Section to discuss an action plan for addressing areas needing improvement identified in previous years site visit reports. If necessary, school completes a memorandum of understanding (MOU) with the USOE Charter School Section regarding this action plan.
YEAR 5	
Ongoing	School continues gathering data on all performance indicators. School addresses areas needing improvement identified by third-year self-evaluation and fourth-year external report. External team visits school to monitor performance and provide feedback in accordance with R277-481.
Spring	School surveys administration, staff, students, and parents at school.
Summer (by June 30)	School submits data reporting annual progress on all performance indicators to the USOE Charter School Section.

VI. APPENDICES

Appendix 1. Performance Framework Assessment Rubrics

Appendix 2. Instructions for Development of School-Specific Goals

Appendix 3. Resources for School Accountability Planning

APPENDIX 1: PERFORMANCE FRAMEWORK ASSESSMENT RUBRICS

The USOE Charter School Section has developed an assessment system that will be used to determine the extent to which the school is meeting expectations under the first three questions of the Performance Framework. For each sub-question, the assessment system uses a three- or four-level scale:

- Exceeds standard
- Meets standard
- Approaching standard
- Does not meet standard

The USOE Charter School Section also will assess each school overall on the first three broad evaluation questions.

The draft assessment rubrics on the following pages define these performance levels for each of the sub-questions. These rubrics are subject to revision by the USOE Charter School Section.

SECTION 1: Is the school providing the appropriate conditions for success?

1.a. Are the teaching processes (pedagogies) consistent with the school's mission?	
Does not meet standard	The school presents significant concerns in two or more of the following areas: (a) the curriculum is not implemented in the majority of classrooms according to its design; (b) as delivered, instruction is not focused on core learning objectives; (c) the pace of instruction/lessons and content delivery lacks the appropriate rigor and challenge; (d) instructional activities lack variety and/or limited use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; (e) staff members do not receive feedback on instructional practices.
Approaching standard	The school presents significant concerns in one of the following areas: (a) the curriculum is not implemented in the majority of classrooms according to its design; (b) as delivered, instruction is not focused on core learning objectives; (c) the pace of instruction/lessons and content delivery lacks the appropriate rigor and challenge; (d) instructional activities lack variety and/or limited use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; (e) staff members do not receive feedback on instructional practices.
Meets standard	The school exhibits the following characteristics: (a) the curriculum is implemented in the majority of classrooms according to its design; (b) as delivered, instruction is focused on core learning objectives; (c) the pace of instruction/lessons and content delivery possesses the appropriate rigor and challenge; (d) instructional activities possess variety and/or use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; (e) supplies sufficient feedback to staff members on instructional practices.
Rating Comments	

Sources of Evidence:

Classroom observations; student work samples; lesson plans; school-wide interviews; teacher observations/evaluations

1.b. For secondary students, does the school provide sufficient guidance on and support preparation for post-secondary options?	
Does not meet standard	The school presents significant concerns in two or more of the following areas: (a) the school's academic program lacks challenging coursework (e.g., Advanced Placement courses, internships, independent study) to prepare students for rigorous post-secondary opportunities; (b) lack of high expectations to motivate and prepare students for post-secondary academic opportunities; (c) insufficient material resources and personnel guidance available to inform students of post-secondary options; (d) limited opportunities for extracurricular engagement and activities (e.g., athletics, academic clubs, vocational) to increase post-secondary options; (e) the school does not meet Utah graduation requirements.
Approaching standard	The school presents significant concerns in one of the following areas: (a) the school's academic program lacks challenging coursework (e.g., Advanced Placement courses, internships, independent study) to prepare students for rigorous post-secondary opportunities; (b) lack of high expectations to motivate and prepare students for post-secondary academic opportunities; (c) insufficient material resources and personnel guidance available to inform students of post-secondary options; (d) limited opportunities for extracurricular engagement and activities (e.g., athletics, academic clubs, vocational) to increase post-secondary options; (e) the school does not meet Utah graduation requirements.
Meets standard	The school: (a) has challenging coursework (e.g., Advanced Placement courses, internships, independent study) to prepare students for rigorous post-secondary opportunities; (b) has high expectations to motivate and prepare students for post-secondary academic opportunities; (c) has sufficient material resources and personnel guidance available to inform students of post-secondary options; (d) presents opportunities for extracurricular engagement and activities (e.g., athletics, academic clubs, vocational) to increase post-secondary options; (e) meets or exceeds Utah graduation requirements.
Rating Comments	

Sources of Evidence:

Faculty, administrator, parent and student interviews; school documents; master course list; SEOPs; counselor interviews; list of clubs/activities/athletics/CTE courses; graduation requirements

1.c. Does the school effectively use learning standards and assessments to inform and improve instruction?	
Does not meet standard	The school presents significant concerns in two or more of the following areas: (a) standardized and/or classroom assessments are not accurate or useful measures of established learning standards/objectives; (b) assessment results are not received by classroom teachers in a timely or useful manner to influence instructional decisions; (c) assessments lack sufficient variety to guide instruction for a wide range of student learning abilities; (d) there is limited frequency or use of assessments to inform instructional decisions effectively; (e) assessment results are not used to guide instruction or make adjustments to the curriculum.
Approaching standard	The school presents significant concerns in one of the following areas: (a) standardized and/or classroom assessments are not accurate or useful measures of established learning standards/objectives; (b) assessment results are not received by classroom teachers in a timely or useful manner to influence instructional decisions; (c) assessments lack sufficient variety to guide instruction for a wide range of student learning abilities; (d) there is limited frequency or use of assessments to inform instructional decisions effectively; (e) assessment results are not used to guide instruction or make adjustments to curriculum.
Meets standard	The school: (a) standardized and/or classroom assessments are accurate and useful measures of established learning standards/objectives; (b) assessment results are received by classroom teachers in a timely and useful manner to influence instructional decisions; (c) assessments have sufficient variety to guide instruction for a wide range of student learning abilities; (d) there is sufficient frequency or use of assessments to inform instructional decisions effectively; (e) assessment results are used to guide instruction or make adjustments to the curriculum.
Rating Comments	

Sources of Evidence:

School-wide interviews

1.d. Has the school developed adequate human resource systems and deployed its staff effectively?	
Does not meet standard	The school presents significant concerns in two or more of the following areas: (a) hiring processes are not organized to support the success of new staff members; (b) inefficient or insufficient deployment of faculty and staff limits instructional time and capacity; (c) faculty and staff are not certified/trained in areas to which they are assigned; (d) professional development (PD) does not relate to demonstrated needs for instructional improvement; (e) PD is not determined through analyses of student attainment and improvement; (f) the teacher evaluation plan is not explicit and regularly implemented with a clear process and criteria.
Approaching standard	The school presents significant concerns in one of the following areas: (a) hiring processes are not organized to support the success of new staff members; (b) inefficient or insufficient deployment of faculty and staff limits instructional time and capacity; (c) faculty and staff are not certified/trained in areas to which they are assigned; (d) professional development (PD) does not relate to demonstrated needs for instructional improvement; (e) PD is not determined through analyses of student attainment and improvement; (f) the teacher evaluation plan is not explicit and regularly implemented with a clear process and criteria.
Meets standard	The school exhibits the following characteristics: (a) hiring processes are organized and used to support the success of new staff members; (b) the school deploys a sufficient number of faculty and staff members to maximize instructional time and capacity; (c) faculty and staff are certified/trained in areas to which they are assigned; (d) professional development (PD) is related to demonstrated needs for instructional improvement; (e) PD opportunities are determined through analyses of student attainment and improvement; (f) the teacher evaluation plan is explicit and regularly implemented with a clear process and criteria.
Rating Comments	

Sources of Evidence:

Faculty and administrator interviews; school documents (i.e., HQ report)

1.e. Is the school's mission clearly understood by all stakeholders?	
Does not meet standard	The school presents significant concerns in both of the following areas: (a) significant disagreements exist among stakeholders about the school's mission; (b) there is a lack of widespread knowledge and commitment to the intentions of the school's mission.
Approaching standard	The school presents significant concerns in one of the following areas: (a) significant disagreements exist among stakeholders about the school's mission; (b) there is a lack of widespread knowledge and commitment to the intentions of the school's mission.
Meets standard	The school: (a) has a mission that is shared by all stakeholders, and (b) has stakeholders possessing widespread knowledge and commitment to the intentions of the school's mission.
Rating	
Comments	

Sources of Evidence:

Faculty, administrator, parent and student interviews; school documents; stakeholder surveys

1.f. Is the school climate conducive to student and staff success?	
Does not meet standard	The school presents significant concerns in two or more of the following areas, with no evidence of a credible plan to address them: (a) The school does not have clearly stated rules that enforce positive behavior; (b) the school's discipline approach does not possess high expectations for student behavior; (c) interactions between faculty and students are disrespectful and/or unsupportive, and there are non-existing or unclear processes for resolution of conflicts; (d) interactions between the faculty and administration are unprofessional and/or unproductive.
Approaching standard	The school presents significant concerns in one of the following areas, with no evidence of a credible plan to address it: (a) The school does not have clearly stated rules that enforce positive behavior; (b) the school's discipline approach does not possess high expectations for student behavior; (c) interactions between the faculty and students are disrespectful and/or unsupportive, and there are non-existent or unclear processes for resolution of conflicts; (d) interactions between the faculty and administration are unprofessional and /or unproductive.
Meets standard	The school exhibits the following characteristics: (a) the school has clearly stated rules that enforce positive behavior; (b) the school's discipline approach possesses high expectations for student behavior; (c) interactions between the faculty and students are respectful and supportive, and faculty and students are clear about processes for resolution of conflicts; (d) interactions between the faculty and administration are professional and constructive.
Rating Comments	

Sources of Evidence:

Faculty, administrator and student interviews; classroom observations; school policy manual/student handbook; board minutes; staff turnover

1.g. Is ongoing communication with students and parents clear and helpful?	
Does not meet standard	The school presents significant concerns in two or more of the following areas: (a) there is a lack of active and ongoing communication between the school and parents; (b) school communication is neither timely nor relevant to parental concerns; (c) student academic progress and achievement reports are not clearly reported and/or misunderstood; (d) the school's communication methods are not well-designed to meet the needs of a diverse set of parents (e.g., not communicating in parents' native languages, communicating only in writing when many parents cannot read, holding meetings at inconvenient times for parents).
Approaching standard	The school presents significant concerns in one of the following areas: (a) there is a lack of active and ongoing communication between the school and parents; (b) school communication is neither timely nor relevant to parental concerns; (c) student academic progress and achievement reports are not clearly reported and/or misunderstood; (d) the school's communication methods are not well-designed to meet the needs of a diverse set of parents (e.g., not communicating in parents' native languages, communicating only in writing when many parents cannot read, holding meetings at inconvenient times for parents).
Meets standard	The school: (a) has active and ongoing communication between the school and parents; (b) utilizes communications that are both timely and relevant to the parental concerns; (c) communicates student academic progress and achievement in reports that are understood by parents; (d) has communication methods designed to meet the needs of a diverse set of parents (e.g., communicating in parents' native languages, not communicating only in writing when many parents cannot read, holding meetings at convenient times for parents).
Rating Comments	

Sources of Evidence:

Parent and student interviews; school documents (e.g., letters/website, parent complaints, translated forms, board meeting agenda, student progress reports, etc.); student-teacher conferences

SECTION 2: Is the organization effective and well-run?	
2.a. Is the school in sound fiscal health?	
Does not meet standard	The school presents concerns in three or more of the following areas: (a) its state financial audits (e.g., presence of “significant findings”); (b) its financial staffing and systems; (c) its success in achieving a balanced budget over the past three years; (d) the adequacy of its projections of revenues and expenses for the next three years; (e) its fulfillment of financial reporting requirements.
Approaching standard	The school presents concerns in two or more of the following areas: (a) its state financial audits (e.g., presence of “significant findings”); (b) its financial staffing and systems; (c) its success in achieving a balanced budget over the past three years; (d) the adequacy of its projections of revenues and expenses for the next three years; (e) its fulfillment of financial reporting requirements.
Meets standard	The school presents significant concerns in no more than one of the following areas: (a) its state financial audits (e.g., presence of “significant findings”); (b) its financial staffing and systems; (c) its success in achieving a balanced budget over the past three years; (d) the adequacy of its projections of revenues and expenses for the next three years; (e) its fulfillment of financial reporting requirements. In addition, if the school presents significant concerns in one area, it has a credible plan for addressing the concern that has been approved by the USOE Charter School Section.
Exceeds standard	The school demonstrates satisfactory performance in all of the areas listed in previous levels.
Rating	
Comments	

Sources of Evidence:

- a) Results of Utah State Office of Education audit of school finances (AFR, APR)
- b) Results of external audit of school finances commissioned by school in accordance with charter agreement
- c) External review of projections submitted by school at the time of this rating via monthly financial reports
- d) USOE Charter School Section’s records of timeliness of report submission

2.b. Is the school's board active and competent in its oversight?	
Does not meet standard	The school appears to lack clear, consistent, and competent stewardship. The board lacks the number of members specified in the by-laws; it is not well-balanced in member expertise; there has been consistently high turnover on the board unrelated to the term limits stipulated in the board's by-laws; roles and responsibilities of the board are not clear; it often fails to achieve a quorum.
Approaching standard	Board membership is not complete; there has been some unanticipated turnover on the board unrelated to the term limits stipulated in the board's by-laws; it is reasonably well-balanced in member expertise; roles and responsibilities on the board are reasonably clear; it is difficult to get a quorum; board subcommittees are somewhat active; the board is developing its ability to provide clear, consistent, and competent stewardship.
Meets standard	The board's membership collectively contributes a broad skill set; board members are knowledgeable about the school; roles and responsibilities of the board are clearly delineated; board meetings reflect thoughtful discussion and progress in the consideration of issues; overall, the board provides consistent and competent stewardship of the school.
Rating Comments	

Sources of Evidence:

Expert site visit reports; board composition requirements met as per R277-470(9); board minutes as submitted monthly (or as often as the board meets) as per charter school assurances; curriculum vitae of board members; parent, teacher, administrator surveys; administrator evaluation procedures (i.e., "How are you evaluating your director?")

2.c. Is the school administration strong in its academic and organizational leadership?	
Does not meet standard	The school presents significant concerns in one or more of the following areas with no evidence of a credible plan to address them: (a) the leadership has insufficient academic and/or business expertise; (b) turnover in leadership has been high and/or damaging to the school; (c) roles and responsibilities among leaders and between leaders and the board are generally unclear; (d) the school's leadership does not appear to actively engage in a process of continuous improvement—it has made few mid-course corrections in response to problems.
Approaching standard	The school's leadership (a) has sufficient academic and/or business expertise; (b) has been sufficiently stable over time; (c) has clearly defined roles and responsibilities among leaders and between leaders and the board; (d) actively engages in a process of continuous improvement that has led to some mid-course corrections.
Meets standard	The leadership displays exceptional academic and business expertise. Leadership turnover has been manageable and appropriate. Roles and responsibilities among leaders and between leaders and the board are clear. The leadership has established exemplary processes to engage in continuous improvement which have led to significant enhancements to the school over time.
Rating Comments	

Sources of Evidence:

Expert site visit reports; parent and staff interviews; vitae of administration (e.g., principal/director, business administrator, etc.)

SECTION 3: Is the school meeting its operations and records access obligations?

3.a. Is the school's physical plant safe and conducive to learning?	
Does not meet standard	The facility requires much improvement in order to provide a safe environment that is conducive to learning. Significant health and safety code requirements have not been met AND/OR the school lacks many conditions such as the following: a design well-suited to meet the curricular and social needs of its students, faculty, and community members; a size appropriate for the enrollment and student-teacher ratios in each class; adequate maintenance and security; well-maintained equipment and furniture that match the educational needs of the students; and accessibility to all students.
Approaching standard	Significant health and safety code requirements are being met, but the facility needs some improvement in order to provide a safe environment that is conducive to learning. It partially – but not fully – provides conditions such as the following: a design well-suited to meet the curricular and social needs of its students, faculty, and community members; a size appropriate for the enrollment and student-teacher ratios in each class; good maintenance and security; well-maintained equipment and furniture that match the educational needs of the students; and accessibility to all students.
Meets standard	Significant health and safety code requirements are being met AND the facility generally provides a safe environment that is conducive to learning, based on conditions such as a design well-suited to meet the curricular and social needs of its students, faculty, and community members; a size appropriate for the enrollment and student-teacher ratios in each class; good maintenance and security; well-maintained equipment and furniture that match the educational needs of the students; and accessibility to all students.
Rating	
Comments	

Sources of Evidence:

School's documentation of health and safety code compliance; expert site visit reports; staff and parent surveys

3.b. Has the school established and implemented a fair and appropriate pupil enrollment process?	
Does not meet standard	The school's enrollment process does not comply with applicable law AND/OR the school exhibits one or both of the following deficiencies (a) a substantial number of documented parent complaints suggest that it is not being implemented fairly or appropriately; (b) the school has not engaged in outreach to students throughout the community.
Approaching standard	The school's enrollment process complies with applicable law but exhibits one or both the following deficiencies: (a) a substantial number of documented parent complaints suggest that it is not being implemented fairly or appropriately; (b) the school has not engaged in outreach to students throughout the community.
Meets standard	The school's enrollment process complies with applicable law; there are minimal documented parent complaints suggesting that it is not being implemented fairly or appropriately; AND the school has engaged in outreach to students throughout the community.
Rating Comments	

Sources of Evidence:

School's documented enrollment policy; marketing materials; USOE Charter School Section's records of parent complaint; administration and staff interviews

SECTION 4: Is the educational program a success?

4.a. Is the school making adequate yearly progress (AYP), as measured by the Utah Performance Assessment System for Students (U-PASS) system of accountability?	
Does not meet standard	School has met AYP in less than half of student subgroups for the last two consecutive years.
Approaching standard	School has met AYP in more than half of student subgroups for one of the last two years.
Meets standard	School has met AYP across all student subgroups for the last two years.
Exceeds standard	School has exceeded the AYP target in all student subgroups in at least one of the last two years.
Rating	
Comments	

Sources of Evidence:

The Utah State Office of Education determines a school's AYP and designation status annually. If your school does not receive AYP information due to small size or missing date, it is the school's responsibility to provide the Charter School Office with accurate information to measure student success by submitting an appropriate set of data.

4.b. Are students making substantial and adequate progress over time, as measured by the Utah Performance Assessment System for Students (U-PASS) system of accountability?	
Does not meet standard	Value-added analysis indicates that less than 50 percent of tested students made sufficient gains.
Approaching standard	Value-added analysis indicates that 50-74 percent of tested students made sufficient gains.
Meets standard	Value-added analysis indicates that more than 75-89 percent of tested students made sufficient gains.
Exceeds standard	Value-added analysis indicates that at least 90 percent of tested students made sufficient gains.
Rating Comments	

Sources of Evidence:

Schools must administer a criterion-referenced standardized test (end-of-level Core CRT) that is approved for use by the USOE in at least reading and mathematics to students in selected grades in the fall. The results of these assessments are examined using “value-added” analysis techniques to determine the amount of student learning attributable to the school’s efforts. The terms “expected gains” and “minimal,” “inadequate,” “adequate,” and “exemplary” will be defined as the USOE finalizes its techniques for value-added analysis.

4.c. Is the school meeting its school-specific educational goals? (NOTE: A given school may have several school-specific educational goals in its accountability plan [i.e., 4.c. through 4.x. as needed]). In relation to each, please indicate one of the following:	
Does not meet standard	School has clearly not met its school-specific educational goal.
Approaching standard	School is making good progress toward meeting its school-specific educational goal.
Meets standard	School has clearly met its school-specific educational goal.
Exceeds standard	School has clearly exceeded its school-specific educational goal.
Rating Comments	

Sources of Evidence:

The evidence will vary depending on the goals of the school. For each school-specific goal, the school will be required to specify the measure to be used to evaluate the school's attainment of the goal. Each measure must be approved by the USOE Charter School Section. The onus will be on each school to develop these measures and to collect and report the data necessary to evaluate success.

APPENDIX 2: INSTRUCTIONS FOR DEVELOPMENT OF SCHOOL-SPECIFIC GOALS

This appendix provides a summary cover sheet and a general template that each charter school must use to submit its school-specific goals to the USOE Charter School Section. Schools should use the template to explain each of their school-specific educational and organizational goals.

This appendix contains, in the following order:

1. The summary cover sheet, which schools should use to summarize their school-specific goals and assessments and submit as a cover page for the more detailed goals information submitted on the template
2. Instructions for completing the general template for school-specific goals
3. The general template
4. A sample submission from a hypothetical charter school showing how the general template might be completed for one goal

For more information and assistance developing these goals, see the Accountability Handbook available at **<http://www.schools.utah.gov/charterschools>**.

SUMMARY SHEET
School-Specific Goals and Assessments

On this sheet, summarize the performance goals and assessments that are detailed on the templates.

School Name: _____

PERFORMANCE GOALS	METHODS OF ASSESSMENT

INSTRUCTIONS

General Template for School-Specific Goals

- Submit *each goal* – and the requested information pertaining to that goal – on a *separate template page*. Reproduce the template page as needed for the number of goals that you wish to submit.
- Indicate the name of your school at the top of each page.
- Indicate your school’s mission statement in the designated space.
- Indicate the required information in the designated spaces in the template. You may expand the template to additional pages if needed to accommodate information pertaining to a particular goal.

Below are specific instructions for each designated space in the template:

1. **Mission Statement:** In this space, provide a brief (1-2 sentences), jargon-free statement of the school’s purpose and broad aims. This statement should be measurable, memorable, and meaningful.
2. **Performance Goal:** In this space, articulate the school-specific goal in a precise, declarative statement.
3. **Performance Indicators:** In this space, concisely explain how you will know when the goal has been achieved.
4. **Assessment Tools and Measures:** In this space, state the tool(s) you will use to evaluate achievement of, or progress toward, that goal (e.g., a school-selected assessment, a parent survey, etc.).
5. **Attachments** (if applicable): In this space, note any attachments that you have included to illustrate the performance goal and assessments. In the case of school-developed assessments, attachments might include an actual test that your school has developed for a particular purpose, and/or a scoring tool and instructions for evaluators. Provide the attachment(s) immediately following the completed template page(s) for that performance goal. If you are still developing a particular assessment or evaluation tool, note this along with the date when it will be ready for submission, and submit it to the USOE Charter School Section once it is developed.
6. **Rationale for Goal and Measures:** In this space, briefly explain (in about 2-3 sentences) why you have chosen to include that particular goal and its accompanying measures in your accountability plan. The rationale should articulate (a) why the goal is important to your school mission, and (b) why the assessments you have chosen are appropriate, useful tools for measuring performance toward that goal.
7. **Assessment Reliability and Scoring Consistency:** In this space, explain how you will demonstrate both the reliability and scoring consistency of any non-standardized assessment developed or administered by your school, if applicable. (For suggestions and guidance on establishing reliability and scoring consistency for school-developed measures, see the “Six-Step Framework for Creating Unique Learning Measures” and “Examples of Measures Created through This Framework” in the Accountability Handbook available at <http://www.schools.utah.gov/charterschools>. If you will not need to establish reliability and scoring consistency because you have chosen a standardized assessment, simply note “N/A” in this space.

8. **Baseline Data:** In this space, state your school’s baseline student achievement levels (such as incoming student test scores) pertaining to the particular goal, if known. If you have not yet gathered the needed data, explain when you will have the data and how you plan to collect it.

9. **Third- and Fifth-Year Targets:** In these spaces, describe your performance targets for the stated goal for the third and fifth years of your charter. Specify the levels of performance that you will deem to have earned each rating, as set forth in the scale below. The performance level you set for “Meets standard” should establish your performance target for your third and fifth years. The levels of performance you establish for this scale will be the ones that the USOE Charter School Section will apply in evaluating school progress on these goals in the third and fifth years of the school’s charter.

Does not meet standard	School has clearly not met its school-specific goal.
Approaching standard	School is making good progress toward meeting its school-specific goal.
Meets standard	School has clearly met its school-specific goal.
Exceeds standard	School has clearly exceeded its school-specific goal.

GENERAL TEMPLATE FOR SCHOOL-SPECIFIC GOAL

School-Specific Goal for _____ (school name)

Mission Statement	<i>The mission of our charter school is to...</i> (Brief, jargon-free statement of the school's purpose and broad aims)
Performance Goal	<i>What will our school accomplish?</i> (Precise, declarative statement tied to a specified timeframe or length of attendance)
Performance Indicators	<i>How will we know that we have achieved this goal?</i>
Assessment Tools and Measures	<i>How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments?</i>
Attachments	<i>Attachments to illustrate the performance goal and assessments.</i> (Note and attach relevant school-developed assessments and/or assessment tools. If a school-developed assessment or tool is still under development, note this here along with the date when it will be ready for submission, and submit it to the USOE Charter School Section once it is developed.)
Rationale for Goal and Measures	<i>Why is this goal important to our mission, and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal?</i> (2-3 sentences)
Assessment Reliability and Scoring Consistency	<i>How will we demonstrate both the reliability and scoring consistency of the assessment(s) we plan to use, if non-standardized?</i>
Baseline Data	<i>What is our beginning data point?</i>

Third-Year Target*	<p><i>What do we expect to achieve by the end of our third year? (Set your expectation for "Meets standard" at a level that you would consider on target for your third year.)</i></p> <p><i>Does not meet standard:</i></p> <p><i>Approaching standard:</i></p> <p><i>Meets standard:</i></p> <p><i>Exceeds standard:</i></p>
Fifth-Year Target*	<p><i>What do we expect to achieve by the end of our fifth year? (Set your expectation for "Meets standard" at a level that you would consider on target for your fifth year.)</i></p> <p><i>Does not meet standard:</i></p> <p><i>Approaching standard:</i></p> <p><i>Meets standard:</i></p> <p><i>Exceeds standard:</i></p>

Following is the scale that the USOE Charter School Section will apply in evaluating a school's attainment of (or progress toward) a particular goal. Schools should apply the same scale in describing their third- and fifth-year targets, while defining the specific performance levels that would earn each rating.

Does not meet standard	School has clearly not met its school-specific goal.
Approaching standard	School is making good progress toward meeting its school-specific goal.
Meets standard	School has clearly met its school-specific goal.
Exceeds standard	School has clearly exceeded its school-specific goal.

SAMPLE COMPLETED TEMPLATE PAGE FOLLOWS

SAMPLE SCHOOL-SPECIFIC GOAL SUBMISSION

School-Specific Goal for the New Academy Charter School

Mission Statement	The mission of our charter school is to cultivate in youth of the Riverside and Brickyards neighborhoods a deep appreciation and understanding of mathematics and science, and to develop in them the academic and social skills and character qualities essential to be active community members, responsible citizens and successful individuals.
Performance Goal	<i>What will our school accomplish?</i> Graduating students will have a plan for their future and the confidence, skills and preparation to pursue it.
Performance Indicators	<i>How will we know that we have achieved this goal?</i> Students will demonstrate that they have thought about their interests and aptitudes, have researched necessary steps to achieve their goals, and have outlined a realistic path for taking those steps.
Assessment Tools and Measures	<i>How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments?</i> Beginning in the 9th grade, students will develop a career plan that is revised annually. The career plan will be evaluated for soundness by the school counselor and each student's teacher-advisor, using a tool that we have developed for this purpose.
Attachments	<i>Attachments to illustrate the performance goal and assessments.</i> Our school-developed tool for evaluating student career plans is attached. <i>[Example response only – no tool is attached to this sample.]</i>
Rationale for Goal and Measures	<i>Why is this goal important to our mission, and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal?</i> Developing in students the self-knowledge and skills to plan realistically for their futures is essential to our mission. We are committed to preparing our students to succeed beyond our doors. Individual student career plans, thoughtfully revised each year with faculty counseling, will teach students to engage in self-reflection and research that will equip them to follow a plan throughout their lives – adjusting as necessary, but continuously focused on meaningful and realistic goals.

Assessment Reliability and Scoring Consistency	<p><i>How will we demonstrate both the reliability and scoring consistency of the assessment(s) we plan to use, if non-standardized?</i></p> <p>The school counselor and all teachers (who also serve as advisors to assigned groups of students) will be trained to use the tool that we have developed for evaluating student career plans. From the first set of career plans developed in 2006-2007, we will identify exemplars representing distinct levels of achievement (Excellent, Good, Fair, Needs Improvement) that should be rated accordingly, and will use these to help guide and build consistency in evaluation. Guided by the exemplars, the counselor and teachers will repeatedly evaluate a sample set of actual career plans developed in 2006-2007 (including written comments and oral feedback as well as a numeric score for each plan), comparing their scores and comments to identify variances, and revising the evaluation tool as needed to eliminate significant discrepancies. We will repeat these “practice evaluations” as needed until we are confident in the reliability and consistent usage of the evaluation tool.</p>
Baseline Data	<p><i>What is our beginning data point?</i></p> <p>Career plans from the 2006-2007 school year, which will be finalized in May 2005.</p>
Third-Year Target	<p><i>What do we expect to achieve by the end of our third year?</i></p> <p><i>Does not meet standard:</i> Fewer than 70 percent of students in the 9th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of “Good” or “Excellent” according to our evaluation tool).</p> <p><i>Approaching standard:</i> 70 percent to 84 percent of students in the 9th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of “Good” or “Excellent” according to our evaluation tool).</p> <p><i>Meets standard:</i> 85 percent of students in the 9th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of “Good” or “Excellent” according to our evaluation tool).</p> <p><i>Exceeds standard:</i> 86 percent or more students in the 9th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of “Good” or “Excellent” according to our evaluation tool).</p>
Fifth-Year Target	<p><i>What do we expect to achieve by the end of our fifth year?</i></p> <p><i>Does not meet standard:</i> Fewer than 80 percent of students in the 9th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of “Good” or “Excellent” according to our evaluation tool).</p> <p><i>Approaching standard:</i> 80 percent to 94 percent of students in the 9th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of “Good” or “Excellent” according to our evaluation tool).</p> <p><i>Meets standard:</i> 95 percent of students in the 9th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of “Good” or “Excellent” according to our evaluation tool).</p> <p><i>Exceeds standard:</i> 96 percent or more students in the 9th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of “Good” or “Excellent” according to our evaluation tool).</p>

APPENDIX 3: RESOURCES FOR SCHOOL ACCOUNTABILITY PLANNING

Following is a list of some resources that can help in developing standards and quality measures of performance for your school. Be aware that this list is not comprehensive, but just a sampling of some of the strongest resources in this area, including numerous materials referred by other charter schools. It would be impossible to list all the resources available to help in developing standards or assessments for any subject or skill you might wish. Fortunately, the Internet provides easy access to an abundance of resources, many of which are not listed here, that are worth exploring for your specific needs. One additional collection of resources is available on the U.S. Department of Education's charter schools website at <http://www.uscharterschools.org/cs/r/query/q/1573?topic=10,12,14,37,11&type=5&x-title=Accountability>.

The following list provides resources in the general areas of (1) crafting a mission statement, (2) general accountability planning, (3) selecting or developing school standards, (4) aligning curricula to standards, and (5) developing assessments. Within each section, the resources appear in no particular order.

As websites change frequently, it is possible that some of the links listed below are no longer current. If you find that a link for a resource you are looking for does not work, just enter the name of the resource into a search engine such as Google.com, and you should easily find the new site.

MISSION STATEMENTS

The Internet Non-Profit Center

<http://www.idealists.org/if/idealists/en/FAQ/QuestionViewer/default?section=03&item=21>

The Alliance for Non-profit Management

http://www.allianceonline.org/FAQ/strategic_planning/what_s_in_mission_statement.faq

GOALS AND GENERAL ACCOUNTABILITY PLANNING

Charter School Accountability Action Guide, by Jennifer Nahas and Roblyn Brigham, Massachusetts Charter School Resource Center, 2000.

<http://www.pioneerinstitute.org/pdf/acctguide.pdf>

Provides school developers and leaders with a highly practical, six-step "recipe" to creating a school-wide academic accountability system, from creating a school culture that embraces accountability to selecting appropriate measurement tools and using data effectively. This action guide demystifies the work of infusing academic accountability throughout a school's daily life and endeavors.

Accountability for Student Performance: An Annotated Resource Guide for Shaping an Accountability Plan for Your Charter School, Charter Friends National Network. 2nd ed., 2001.

<http://www.charterfriends.org/accountability.doc>

This handbook, drafted by several charter school resource centers, provides a six-step framework for accountability planning along with referrals to many resources to help schools implement each step. (The best of these resources appear in this Resource List in updated form.)

The Charter School Development Guide, by Eric Premack, Charter Schools Development Center.

<http://www.cacharterschools.org>

This paper discusses accountability issues relating to a charter school's operational performance in such areas as finance, legal matters, governance, staffing, and racial/ethnic balance.

“Accountability and Assessment” and “Governance and Management,” chapters 3-4 of *The Charter Starters Workbook*, Northwest Regional Educational Laboratory, 1999.

http://www.nwrel.org/charter/Workbook/cs_workbook3.pdf

http://www.nwrel.org/charter/Workbook/cs_workbook4.pdf

These chapters are part of a larger series for charter school developers. Tools, sample documents and other resources on governance and management are provided. These chapters offer information on management policies, financial data gathering and reporting, and annual reports.

“Board Self-Assessment,” chapter 12 of *Creating an Effective Charter School Governing Board*, by Frank Martinelli

http://www.uscharterschools.org/pdf/gb/governance_summary.pdf

<http://www.uscharterschools.org/gb/ch12.doc>

This publication offers guidance to charter leaders to learn how to enhance effectiveness through continuous self-assessment.

Tracking Your School’s Success: A Guide to Sensible Evaluation, by Joan Herman and Lynn Winters, 1992.

This book, sponsored by the Association for Supervision and Curriculum Development (ASCD), discusses data-gathering instruments and guidelines for sharing data with the public. Available from major booksellers.

STANDARDS

National Center on Education and the Economy (NCEE and the New Standards Project)

<http://www.ncee.org>

The New Standards Project, a joint endeavor of NCEE and the University of Pittsburgh, has been a leader in the standards movement since 1991 and has developed and published internationally benchmarked performance standards in English language arts, mathematics, science, and applied learning. New Standards has also pioneered performance-based assessments, developing the New Standards Reference Examinations and a portfolio system to help teachers build a standards-based curriculum. These standards and assessments can be ordered from NCEE’s site.

Standards at Mid-continent Regional Educational Laboratory

<http://www.mcrel.org/standards/>

This site provides links to an extensive array of standards-based education documents and resources in both traditional and non-traditional curricular areas.

Content Knowledge, a Compendium of Standards and Benchmarks for K-12 Education, by John Kendall and Thomas Marzano, 3rd ed., 2000.

<http://www.mcrel.org/standards-benchmarks/>

This 600+ page compendium catalogs highly regarded national, state, district, and other academic standards and related benchmarks in 24 disciplines (ranging from math to language arts to “life skills”). Much of the document is available online at the above address. The full guide can be ordered for \$47.95; for more information about the complete guide, visit <http://www.mcrel.org/products/standards/contentknowledge.asp>.

Developing Educational Standards

<http://edstandards.org/Standards.html>

This website offers a wealth of state and national standards documents and resources, as well as links to other Internet sites and organizations concerned with standards and assessment. The standards and frameworks are indexed by state and subject area.

The Standards Clearinghouse by Achieve, Inc.

<http://www.achieve.org>

Achieve, Inc. is a nonprofit organization created by America's governors and corporate leaders to provide advice and assistance to states on education reform and school accountability. Its website offers a searchable database of state and international academic standards in English language arts, mathematics, science, and social studies, organized conveniently by subject, state, grade level, topic, and keyword.

Standards and Frameworks, Eisenhower National Clearinghouse (ENC)

<http://www.goenc.com/>

ENC provides national and state standards and frameworks documents for mathematics and science education.

National Educational Technology Standards for Students

<http://cnets.iste.org/students/>

This website, developed by the International Society for Technology in Education, provides frameworks and standards to guide the development of enriched learning environments supported by technology.

Universal Intellectual Standards

<http://www.criticalthinking.org/>

This site, provided by the Critical Thinking Consortium, offers a wealth of information to help educators implement critical thinking throughout their curriculum, including assessment resources.

National Association of Independent Schools' Accreditation Standards

<http://www.nais.org/>

Accreditation is one of the most commonly used methods of ensuring that school academics, health and safety issues and student performance measures are aligned with existing standards. This website explains the accreditation standards used to determine schools' eligibility for NAIS membership. (Note: Full access to the site is limited to users with passwords.)

Character Education Quality Standards

http://www.character.org/site/c.gwKUJhNYJrF/b.993287/k.732A/Character_Education_Quality_Standards.htm

The Character Education Partnership, a nonpartisan coalition of organizations and individuals dedicated to developing moral character and civic virtue in our nation's youth, outlines key components of effective character education and helps schools and districts to evaluate their efforts in relation to these criteria.

The National Writing Project

<http://www.writingproject.org/>

This project advances an extensive professional development network of teachers focused on providing exemplary instruction of writing throughout America's classrooms. Provides resources to support the development and use of strong writing standards and assessments.

Learning In Deed

<http://www.learningindeed.org/tools/>

This initiative, launched by the W.K. Kellogg Foundation, provides an array of resources and links related to service learning, including ordering information for a Service-Learning and

Standards Toolkit. This toolkit features numerous examples of service-learning curriculum and assessments tied to standards.

Teachmaster's Standards Toolkit

<http://shop.ascd.org/ProductDisplay.cfm?ProductID=599272>

This product provides searchable individual state standards and benchmarks on a CD-ROM.

Scholastic, Inc.'s Content Index

<http://teacher.scholastic.com/ilp/index.asp>

This website provides standards-based resources and curricula.

"You Gotta Be the Book": Teaching Engaged and Reflective Reading with Adolescents, by Jeffrey Wilhelm, 1996.

This book develops a theory of reading grounded in the actual experiences of students that stresses the visual dimensions of reading. Particularly helpful for educators creating literacy-related standards and assessments. Available from major booksellers.

ALIGNING CURRICULA TO STANDARDS

PBS TeacherSource

<http://www.pbs.org/teachersource/>

This website offers over 2000 lesson plans in language arts, history, math, and social studies lessons correlated to national and state curriculum standards.

Curriculum Designer

<http://www.scantron.com/products/cd/index.asp>

Curriculum Designer is a software tool designed to quickly and efficiently aligns school curricula to state and district standards.

The New York Times Learning Network

<http://www.nytimes.com/learning/teachers/lessons/archive.html>

This site contains an archive of daily lesson plans that are aligned with McREL's national content standards and benchmarks.

EDUCATIONAL ASSESSMENT

At Your Fingertips: Using Everyday Data to Improve Schools, by Karen Levenesque et al., MPR Associates, 1998.

<http://www.mprinc.com/pubs/summary.asp?pubID=109>

This is a practical, six-step (250-page) workbook designed to help school administrators and teachers in selecting, analyzing, using and reporting key student performance data.

A Guide to Authentic Instruction and Assessment: Vision, Standards and Scoring, by Fred Newmann et al., Wisconsin Center for Education Research, 1995.

<http://www.wcer.wisc.edu/publications/docstore/index.php>

This book provides a detailed description of standards, examples and scoring rubrics for authentic instruction and assessment used in research in social studies and mathematics in elementary, middle and high schools.

Charter School Accountability Tool Kit (Edition 8), Charter Schools Development Center.

<http://www.cacharterschools.org>

This briefing paper provides an overview and process suggestions on how to assemble a student assessment system for charter school developers. While designed for California schools, it provides some lessons useful to charter operators in any state.

The Coalition of Essential Schools (CES)

<http://www.essentialschools.org>

This national network pioneered much of the work in alternative assessment. This site covers essential elements of portfolio exhibitions and how to get started with digital portfolios. Those wishing to visit schools that are currently using portfolios, exhibitions, and graduation performance assessment can call the Coalition of Essential Schools' main office at (401) 863-3384 to get the listing of their local CES office. These local CES offices can then provide lists of schools in the areas that are incorporating alternative assessments and are open to visitation.

The Work Sampling System

http://www.pearsonearlylearning.com/prof_devel/prof_devel_wss.html

This is a curriculum-embedded performance assessment system developed at the University of Michigan, designed to assess and document the skills, knowledge, behavior, and accomplishments of children in preschool through fifth grade in a variety of education domains. The Work Sampling System systematizes teacher observations by guiding them with specific criteria and well-defined procedures.

Mt. Holyoke College – Speaking, Arguing and Writing Program

<http://www.mtholyoke.edu/acad/programs/wcl/saw>

The Speaking, Arguing and Writing (SAW) Program teaches Mt. Holyoke College students to speak, argue and write effectively and persuasively. The SAW Program can also serve as a resource for high schools by sharing educational materials and providing the opportunity for teachers to observe the college program in action.

International Baccalaureate Curriculum and Assessment Center

<http://www.ibo.org>

Provides an international education assessment strategy that includes a variety of methods, including conventional external examination techniques as well as internal assessment of coursework, with classroom teachers and international examiners working in partnership to evaluate student achievement.

National Service-Learning Clearinghouse

<http://www.servicelearning.org/article/view/130/1/106/>

This site provides a wealth of resources on service learning, character education, citizenship, civics, history, and environmental education, including evaluation and assessment materials.

“Assessment and Accountability,” chapter 3 of *The Charter Starters Workbook*, Northwest Regional Educational Laboratory, 1999.

http://www.nwrel.org/charter/Workbook/cs_workbook3.pdf

This chapter is part of a larger series for charter school developers. Tools, sample documents and other resources on start-up logistics, regulatory issues, assessment and accountability, governance and management, and community relations are provided. This chapter offers information on aligning standards, assessment and curriculum with school mission, assessment tools, and collecting and reporting performance data.

Assessment and Standards Development Services (ASDS)

<http://www.wested.org/asds/>

Offering online resources as well as in-depth technical assistance, ASDS works at the local, state, and national level to plan, develop, implement, and evaluate new assessment tools, methods and systems.

Making Assessment Work for Everyone: How to Build on Student Strengths, The Assessment Laboratory Network Project, Regional Education Laboratories, 2000.

<http://www.sedl.org/pubs/tl05/welcome.html>

This guide provides practical ideas, activities, and resources for selecting, adapting, and developing assessments to promote excellence in all students.

National Center for the Improvement of Educational Assessment, Inc. (NCIEA)

<http://www.nciea.org/>

With the goal of improving practices in educational assessment and accountability, NCIEA provides technical assistance services to state, district, and local education leaders in designing and implementing effective assessment and accountability policies and programs.